

International Education: What's Your Story?

For this lesson teachers should allow approximately two 50-minute class periods and as many days as they feel necessary for students to conduct interviews.

I. Content:

I want my students to understand (or be able to):

- A. Understand the patterns and process of Hispanic migration and diffusion into Idaho and the ways in which Hispanic migration has influenced the character of Idaho.
- B. Analyze the political, and economic motives of voluntary Hispanic immigration from different parts of Mexico who have come to Idaho.
- C. Describe the history, interactions, and contributions Hispanics have made to Idaho.

II. Prerequisites:

In order to fully appreciate this lesson, the student must know (or be experienced in):

- A. Understand the Five Themes of Geography concepts of human-environment interaction, and movement.
- B. Understand the concepts of immigration and migration.
- C. Understand the various immigrant groups that make up Idaho's population and why they came to Idaho.
- D. Understand and possess proper interview skills.

III. Instructional Objective(s):

The student will:

- A. Use interviewing skills to complete oral history projects
- B. Gain a better understanding of the experiences immigrants have gone through in coming to the United States and how those immigrants have adapted to our American society and how American society has adapted to them.

IV. Materials and Equipment

Teacher:

- A. The book, *Latinos in Idaho: Celebrando Cultura*, published by the Idaho Humanities Council, edited by Robert McCarl

Student:

- A. Tape recorders for oral history interviews
- B. Techniques For Interviewing And Recording Oral History And Culture Handout (taken and modified from the publication, *Idaho and the American West: A Curriculum Guide For Elementary and Secondary Teachers* published by the Idaho Humanities Council)

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V. Instructional Procedure:

- A. Prior to this lesson, teachers should lecture to their students on the concepts of immigration and migration and the various cultural groups that immigrated to Idaho from around the world and why these groups have come to Idaho.
- B. Upon completion of lecturing read to your students "Writing the History of Latinos in Idaho" a chapter from the book *Latinos in Idaho Celebrando Culture*
- C. After reading the text discuss with your students what they have learned: The following questions may help get you and your students started:
 - From the text, what were some of the reasons for the immigration of Hispanics into Idaho?
 - What events spurred the growth of the Hispanic population in Idaho?
 - From the text, give examples of racism that Hispanics experienced at the hands of Idahoans. Discuss whether or not racism still exists today in Idaho.
- D. After your classroom discussion, introduce the techniques for interviewing and recording oral history and culture (See *Techniques For Interviewing and Recording Oral History And Culture* Handout).
- E. Teacher should contact their local Hispanic Council to acquire the names of local Hispanic immigrants who would be willing to share their experiences with the students.
- F. Prior to sending your students out to do the interview do a sample interview in class, emphasizing correct interview methods
- G. Once students have finished with their interviews, have them write a one page review of their interview highlighting their subject's unique experiences as an immigrant.
- H. After students have completed their interviews and the one-page review of their interview, have the class discuss what they learned, not only about the process of Hispanics immigrating to the U.S. but also about the process of performing oral interviews.

VI. Assessment / Evaluation:

Students should be evaluated based on their participation in the project and the completion of their written, one page review of their interview. The review should highlight the student's subject's unique experiences as an immigrant. Reports should also include what their subject has gone through in coming to the United States and how their subject has adapted to American society and how American society has adapted to them.

VII. Idaho Achievement Standards:

- 4.SS.1.1.1 Describe ways that cultural groups influenced and impacted each other.

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4.SS.1.2.3	Analyze and describe the immigrant experience in Idaho.
4.SS.2.3.1	Analyze past and present settlement patterns in Idaho.
4.SS.3.1.4	Identify goods and services in early Idaho settlements.
4.SS.4.4.1	Discuss the concepts of popular consent, respect for the individual, equality of opportunity, and personal liberty.
4.SS.5.1.1	Analyze the roles and relationships of diverse groups of people from other parts of the world who have contributed to Idaho's cultural heritage and impacted the state's history.
4.SS.5.1.2	Investigate the contributions and challenges experienced by people from various cultural, racial, and religious groups that settled in Idaho from different parts of the world.
5.SS.1.1.4	Identify influential political and cultural groups throughout American history.
6-9.GWH.1.8.4	Recognize historical perspective by identifying the context in which events occurred.
6-9.GWH.2.4.1	Identify patterns of population distribution and growth in the Western Hemisphere and explain changes in these patterns, which have occurred over time.
6-9.GWH.2.4.2	Compare and contrast cultural patterns in the Western Hemisphere, such as language, religion, and ethnicity.
6-9.GWH.5.1.2	Give examples of how language, literature, and the arts shaped the development and transmission of culture in the Western Hemisphere.
6-9.WHC.2.3.1	Identify main reasons for major migrations of people.
6-9.WHC.3.1.2	List examples that show how economic opportunity and a higher standard of living are important factors in the migration of people.
6-12.USH1.1.5.1	Examine the development of diverse cultures in what is now the United States.
6-12.USH1.1.2.1	Analyze the religious, political, and economic motives of European immigrants who came to North America.

VIII. Follow Up or Extension Activities:

- A. Have students explore the English language looking for words that are derived or borrowed from the Spanish language.
- B. Have students explore the influences that Hispanic culture has placed upon American society.
- C. Have student's select a food or dish that comes from their ancestry and have them prepare and bring that dish in to share with the class.

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Techniques For Interviewing And Recording
Oral History And Culture

- Remind your students that the most important thing is to be a good listener.
- When you play back the tape you should hardly hear your voice talking.
- The student's job is to operate the tape recorder—making sure ahead of time that it works and that the microphone is close enough to clearly pick up the voice, and to get the person being interviewed to start talking
- Not only is it important to be quiet, but really listen. If you show that you are tired or distracted your guest will think he/she is boring. Show interest by:
 - Looking right at your person
 - Nodding your head once in a while
 - Laughing at things that are funny
 - If you do not understand, ask a question
 - By commenting with an “mmmmmm”, “oh”, or “I see” once in a while shows you are listening.
- When you arrive for the interview select a quiet room away from telephone and other sounds so as not to pick up unwanted noise.
- At the very beginning of the tape, before you start the questions, state:
 - Your name and age
 - The name and age of the person you are talking to
 - The date
 - The address of where you are
- When you start the interview, you could ask the person to tell you about his/her experience with immigrating to Idaho. You may not need to ask the questions on the list if your guest is able to think of a lot to talk about. The list is just to help you get started or if your guest can't think of anything more to say.
- Possible Questions To Ask:
 - Where did you live before coming to the United States and or Idaho?
 - When (year and or time of year) did you first move to the United States and or Idaho?
 - What was life like where you were originally from?
 - Why did you move to the United States and or Idaho?
 - What was life like for you when you got to the United States and or Idaho?
 - What was the hardest thing about living in a new country?
 - What was the best thing about living in a new country?

Techniques For Interviewing And Recording Oral History And Culture taken and modified from the publication, *Idaho and the American West: A Curriculum Guide For Elementary and Secondary Teachers* published by the Idaho Humanities Council.